

CHESNEE HIGH
795 South Alabama Avenue
Chesnee, SC 29323

GRADES 9-12 High School

ENROLLMENT 646 Students

PRINCIPAL Thomas E. Ezell 864-461-7318

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Joyce M. Wright 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	13	4	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Good	N/A
2003	Average	Unsatisfactory	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	74.0	67.7	66.9	72.9	68.5	70.1
Passed 2 subtests	15.6	20.3	21.5	15.6	17.0	16.9
Passed 1 subtest	5.8	9.0	8.5	7.8	8.9	7.9
Passed no subtests	4.5	3.0	2.3	3.8	5.6	4.6

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	146	94.5	135	4.4	141	77.3
Gender						
Male	66	95.5	64	3.1	67	71.6
Female	80	93.8	71	5.6	74	82.4
Race or Ethnic Group						
African American	14	78.6	16	0.0	16	75.0
Hispanic	1	I/S	1	I/S	0	N/A
White	131	96.2	117	5.1	124	77.4
Other	N/A	N/A	1	I/S	1	I/S
Disability Status						
Non-speech disabilities	9	88.9	6	0.0	18	11.1
Students without disabilities	137	94.9	129	4.7	123	87.0
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	2	I/S	135	4.4	0	N/A
English Proficiency						
Limited English proficient	1	I/S	0	N/A	0	N/A
Non-LEP	145	94.5	135	4.4	141	77.3
Lunch Status						
Subsidized meals	34	85.3	27	0.0	40	50.0
Full-pay meals	112	97.3	108	5.6	101	88.1

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.4	15.3
Seniors who met the SAT requirement	4.4	16.3
Seniors who met the grade point average	49.6	54.4

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 646)				
Retention rate	0.5%	Down from 7.6%	6.6%	7.3%
Attendance rate	93.7%	Down from 94.0%	95.4%	95.5%
Eligible for gifted and talented	7.0%	Down from 10.3%	8.2%	5.1%
With disabilities other than speech	14.4%	Up from 11.4%	12.0%	12.2%
Older than usual for grade	11.0%	Up from 6.4%	9.2%	10.1%
Suspended or expelled	1.5%	Down from 2.0%	3.5%	2.3%
Enrolled in AP/IB programs	19.2%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	6.8%	Up from 4.7%	3.4%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	0.1%	3.2%
Enrollment in career/technology center courses	264	Up from 193	466	433
Students participating in worked-based experiences	38.1%	Down from 38.3%	31.7%	26.3%
Career/technology students mastering core competencies	85.3%	Down from 88.2%	77.1%	74.9%
Career/technology completers placed	100.0%	No change	100.0%	99.5%

Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Down from 56.4%	55.6%	51.7%
Continuing contract teachers	77.5%	Down from 79.5%	84.4%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.9%	Down from 92.2%	86.9%	85.1%
Teacher attendance rate	94.0%	Up from 93.5%	96.2%	95.8%
Average teacher salary	\$40,399	Down 3.4%	\$40,936	\$40,303
Prof. development days/teacher	8.0 days	Down from 9.2 days	9.7 days	10.3 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	29.6 to 1	Up from 28.0 to 1	27.5 to 1	26.2 to 1
Prime instructional time	86.0%	Up from 85.5%	90.4%	90.1%
Dollars spent per pupil*	\$6,133	Down 0.4%	\$6,341	\$6,279
Percent spent on teacher salaries*	52.8%	Up from 50.4%	57.7%	57.8%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	91.5%	Up from 86.2%	79.3%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee High School continued a tradition of academic success and improvement, as well as improvement in school climate and culture during the 2002-2003 school year. The students, faculty, administration, families, and community continued to focus on the academic goals set forth in the strategic plan. Chesnee High School was recognized for its improvement in student achievement by increasing the absolute and improvement ratings on the South Carolina Report Card from Average to Good. This improvement resulted in the school being named a Palmetto Silver Award Winner. The school also emphasized service to families, students, and the community. The state recognized our efforts in these areas by awarding Chesnee High School the Red Carpet Award for its family-friendly environment. The district recognized our school with the School Climate Award for the being the cleanest, friendliest, most inviting school within the district.

Our academic improvement strategies began with emphasizing reading skills across the curriculum. Teachers incorporated critical reading passages into their tests, which continually exposed students to reading critically in varying curricular areas throughout the year. Math and language arts basic skills courses were offered for students whose previous scholastic record and test scores indicated the need for assistance in math or language arts. A Vocabulary Improvement Program was instituted across the entire curriculum. This VIP process focused on improving vocabulary relevant to each curriculum area and was presented in a way that prepared students for SAT and ACT verbal assessment. SAT and ACT seminars were conducted for students prior to each administration of these tests.

A major effort to beautify our campus and building was completed. We have completed four landscaping projects to improve the appearance of our campus. We also completed mural projects within the building, which improved the aesthetics throughout the school. The murals also increased school pride and presented our art department with the opportunity to display their talent for a wider audience. We continue to focus on academic achievement, standardized test scores, attendance, and the graduation rate. The programs and procedures instituted this year will assist students to achieve their fullest potential.

Scott Turner, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	125	39
Percent satisfied with learning environment	97.6%	68.9%	74.4%
Percent satisfied with social and physical environment	97.4%	78.2%	61.5%
Percent satisfied with home-school relations	77.5%	80.6%	59.0%

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.